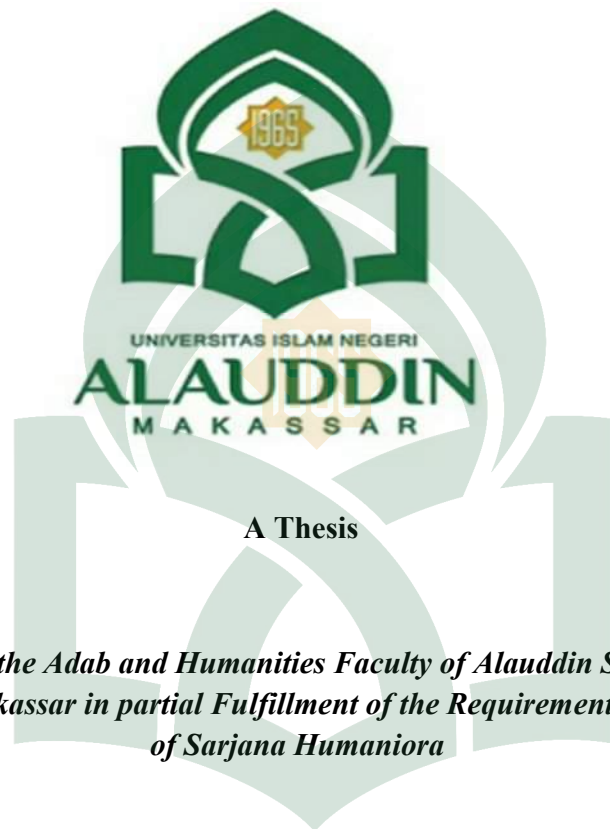


**KINESICS USED BY DYSLEXIA CHILDREN IN THE FIRST GRADE OF
SDLB NEGERI 1 MAKASSAR (NON VERBAL COMMUNICATION)**



A Thesis

*Submitted to the Adab and Humanities Faculty of Alauddin State Islamic
University of Makassar in partial Fulfillment of the Requirements for the Degree
of Sarjana Humaniora*

By: **UNIVERSITAS ISLAM NEGERI**

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2017

MOTTO



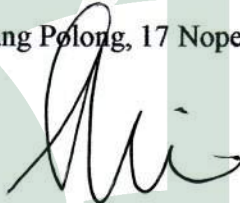
*Remember; “don’t stop when you are tired.
Stop, when you are done”. (David
Goggins)*

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Romang Polong, November 17th 2017

The Writer,


Rosnani Abdul Rahman

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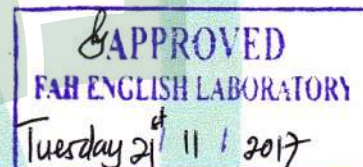


ABSTRACT

Name : **Rosnani Abdul Rahman**
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Title : *Kinesics used by Dyslexia Children at SLB Negeri 1 Makassar (Non Verbal Communication)*
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This research discussed about the kinesic that used by the Dyslexia Children at SLB Negeri 1 Makassar of their non-Verbal Communication which aimed to find out the kinds of kinesics that the dyslexia used and the dominant one. The source of data based on the dyslexia children who did communication in learning process. This research was based on Novinger's theory who talked about kinesics. This research was descriptive qualitative method. The researcher used observation sheet and documentation as the instruments in order to get the valid data. This research showed that there were 28 kinds of kinesics that the dyslexia children used, they were 14 kinds of gesture, 2 kinds of eye movement and 12 kinds of facial expression. The researcher concluded that the dyslexia children only used three kinds of kinesics in their non-verbal communication and they dominantly used emblems which was known as gesture.

Keywords: *Non-verbal communication, Gesture, Kinesics, Dyslexia, SLB.*



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CHAPTER I

INTRODUCTION

This chapter consists of background, problem statement, objective of the research, significance of the research, and scope of the research.

A. Background

All children in this world are expected to have the same basic abilities/ skills in learning (listening, speaking, reading, and writing) like others. By having these basic abilities, they can understand well what words, numbers, symbols, and sound to communicate and share feelings with others without facing any obstacles. Those basic abilities are not only used in social interaction but also are expected to encourage children to get incredible achievement in school. Yet, there are some children who cannot listen, speak and spell, write, and read correctly because there is no good connection between their left hemisphere and right hemisphere. (Reid, 2005: 6) states that the dyslexic children have problems with their left hemisphere. There is a weakening function of corpus callosum to know the words, numbers, and symbols that they have seen or heard. As the result, they will find it more difficult and exhausting thing when they have a task. The problem is called dyslexia.

In this case, a child who suffers from dyslexia undergoes language disorder that relates to academic or cognitive skill disorder Somantri in Brennan (2007:200). This, language disorder can influence both spoken and written language in learning. The children's ability is poor to remember vocabulary and produce complex sentence. They may have the normal language ability but they need for understanding oral and

written communication because they have serious problem in expressing what is in their mind about in the form of speech. It means that the children with this difficulty have problem in translating language through his thought (in listening or reading) or through language (in writing and speaking) (Lerner, 2000: 226). Although some children do not have complete skill in learning but they have to learn until they can read, write, and do instruction or remember something in sequence. It is also explained in Holy Qur'an in QS Ar – Ra'd/ 13: 11:

لَهُ مُعَقِّبَتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِمَّنْ أَمَرَ اللَّهُ بِتَبْدِيلِ مَا بَقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۚ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ ۚ وَمَا لَهُمْ مِّنْ دُونِهِ مِنِّ وَالٍ ﴿١١﴾

Translation:

“(11) For man there are angels who always follow him take turns, in front and behind him, they guard him by Allah’s command. Surely Allah does not change the state of a people so that they change the circumstances that are in themselves. And if God willed evil for a people, no one can reject it; and there is no protector for them but him.”

Based on the verse above, we may conclude that the meaning is implicitly (effort). Although, we have a disorder we cannot ever give up. Allah decree that by doing effort, they can become more kind. So, don't under underestimate the effort.

Dyslexia refers to learning disability which affects reading, writing, and speaking skills and difficulty to interpret words, letters, numbers, even sounds. Dyslexia is not a simple problem because it cannot be diagnosed before the children are in fourth grade or 7-9 years old. Most of dyslexics do not like reading loudly in public such as in front of the class. They become class clown by their friends when

they read aloud in front of the class. They feel the words and numbers are their enemies that will make them exhausted and frightened. Thus, it makes people underestimate them more. The dyslexic children actually learn harder than normal children because they have more difficulties. In addition, dyslexics may feel lack of confident about themselves because of poor reading, writing, speaking or listening skills (Snow, Burns, & Griffin, 1998: 1) and use non verbal communication when their doing communication.

Non verbal communication is one of the key aspects of communication. Its diverse functions include repeating, accentuating, complementing and contradicting a verbal message. This type of communication also normalizes relations, such as non verbal cues conveying when a person should speak or not speak. Finally, non verbal communication can even alter a verbal message through gestures, eye contact and facial expressions, particularly when people have difficulty problem in translating language through his thought (in listening or reading) or through language (in writing and speaking).

Non verbal communication is hugely important in any interaction with others because people tend to look for non verbal cues when verbal messages are unclear or ambiguous (especially the people who have language disorder)

So, from that perspective, finally we must understand the non verbal communication because there is a popular saying, “Actions speak louder than words.” In reality, it highlights the significance of non verbal communication. Non verbal communication is especially noteworthy in dyslexia communication. Doubtless non

verbal differences account for typical difficulties in communicating. Wright (1987: 18) said:

We communicate 65% our ideas and feeling without words. The shape of our bodies and faces, the movement gestures we make, the clothes we wear, and how near we stand to each other and whether we touch each other, all these are non verbal communication

This research is about psycholinguistics terms that focusing on dyslexia communication phenomenon. It is because of the popular misconception of dyslexia. Dyslexia is like the normal people but as we know part of the dyslexia use non verbal communication to express their feelings because they have language disorder can influence both spoken and written language in learning. The dyslexic ability is poor to remember vocabulary and produce complex sentence. They may have the normal language ability but they need for understanding oral and written communication because they have serious problem in expressing what is in their mind about in the form of speech. No matter how hard he had tried, he could never remember. Letters were his enemies and they would dance in his eyes. Till people called him a loser and a fool. From that example above, we can point a conclusion that dyslexia is not associated with physically handicapped.

Based on the statements from the above, the researcher is really eager to analyze the way of communication in dyslexia children. The researcher chooses dyslexia children because many people still cannot understand what dyslexia is, how the dyslexia expresses their feelings by using the kinds of movements and something

new and unique to be analyzed. The source of the data in this case is found from the students of SLB Negeri 1 Makassar who cannot write or spell any word appropriately. They are really depressed about their problem. However, they sees whatever words or numbers, those are inverted, mirror imaging, or spread out. That is why, they cannot read even understand the words and numbers like normal people.

B. Research Questions

Based on the background above, the researcher will formulate are research questions as follow:

1. What kinds of kinesics are used by the dyslexia children in the first grade of SDLB Negeri 1 Makassar in their non verbal communication?
2. What are the dominant parts of kinesics used by the dyslexia children in the first grade of SDLB Negeri 1 Makassar in their non verbal communication?

C. Objective of the Research

In line with the problems stated above, the objectives of this research are:

1. To identify what kinds of kinesics that used by the dyslexia children at SDLB Negeri 1 Makassar in their non verbal communication.
2. To explore the dominant part of kinesics used by the dyslexia children in the first grade of SDLB Negeri 1 Makassar in their non verbal communication.

D. Significance of the Research

The significance of this research is aimed to help those who do not know and understand what dyslexia is, and how they express their communication especially for

the parents as the closest people for them. The researcher considers that this study given valuable knowledge and understand for readers about dyslexia and the relationship with psycholinguistics of children.

This study is expected to give theoretical contribution. This study is contributed to give more knowledge about dyslexia in children especially in process learning in the classroom.

E. Scope of the Research

The aspects that are going to be investigated in this research are the way of dyslexia children do communication. However, the researcher use Novinger's theory (2001: 65) about Nonverbal Communication that is divided into eight types; Context, Kinesics, Proxemics, Chronemics, Olfactics, Immediacy, Physical characteristics and Vocalic. From the Eight kinds of Non verbal communication the researcher limited her explanation just kind about kinesics.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of previous finding and pertinent ideas

A. Previous Findings

In supporting the idea of the analysis, there are some previous that have been done by other researchers as follow:

Adam (2016), in his thesis, “A Psycholinguistics Analysis of Dyslexic Character in Taare Zameen Par Movie”. In his research aimed to know the types they use for superintend dyslexia character in the movie. This research analyze of the types Mr Nikum applies all three learning concepts for learning disability in writing, reading and arithmetic. There are; teaching phonic directly through introducing the alphabets and it sounds followed by ability to produce sound by combining words, Use of variety of sense of body in teaching through visual, auditory, and kinesthetic modality, approaching pf moving steps from the easiest level to hardest level. The result of this research showed that the dyslexic problem can be solved and he is recovering from dyslexia.

Cahyawati (2011), in her thesis, **“Hubungan antara Memori dan Penderita Dysleksia dalam Tinjauan Psikolinguistik”**. She found that the obstacle of the dyslexic children that are; the write manufacturing obstacle, the make mutation process of writing, no pay attention starting point in writing, the abnormal handwriting (grafomotrice principe) handwriting and not understand the way of writing arranging begin with the letter, alphabet, word and sentence.

Amelia (2015), in her thesis, **“The use of verbal and non verbal communication and its effects on students: A case study of English classes in**

ladybird kindergarten.” In her research aimed to show the effects on teachers’s verbal and non verbal communication techniques in teaching English language to kindergarten students in Ladybird school. This research analyze based on the teaching techniques applied by each teacher which was then matched with verbal and non verbal communication. In this research she found that verbal and non verbal communication help improve students’ enthusiasm in learning which was shown through their mixed responses.

Haira (2012), in her thesis, **“A psycholinguistics analysis of dyslexia in Backwards: The riddle of dyslexia”**. She found that there are six types occur in Backwards: The riddle of dyslexia. They are substitution, hesitation, omission, non-response, addition and self-corrections. Second, all types of environmental factors occur in the movie i.e social interaction and communication, physical environment, cognitive modality preference, emotional motivation, and children’s behavior. Third, types of teaching approaches which occur in the movie are language experience, teacher modeling, self –questioning, phonological approach and engaging parents. Those present types of teaching approaches have represented successful treatments for Brian to recover from dyslexia.

Reny (2015), in her thesis, **“Psycholinguistics analysis on learning disorder of dyslexic children”**. This research only focuses on learning disability and learning method. She found that there are two of five dyslexic children experienced all kinds of dyslexia and learning difficulties as well. There also found some mistakes in reading, and writing based on the informal assessment.

The similarity of this research from four of previous finding above lies in the object that is analyzed; in this case Dyslexia Children. While, the differences of this research from the first previous finding above is the theory that their used for analyze the dyslexia. Adam (2016) analyzed the method in dyslexia character in the Indian movie, while the researcher analyzed the dyslexic children in the Elementary School. Besides, Adam (2016) focused on the learning disability of the dyslexia character. While, the researcher focuses on the kinds of non verbal communication that use by the dyslexia children.

Second, the difference between the second previous findings above is the obstacle of the dyslexic children. Cahyawati (2011) the research focuses on the obstacle in dyslexia children while the researcher focuses on the dyslexic child express his non verbal communication.

Third, the similarity of this research is using same theory. Non verbal communication but the difference between the researchers is the object. Amelia (2015) analyzed the students of English classes in ladybird kindergarten, while the researcher analyzed the dyslexia children at SLB. Besides that, Amelia (2015) focused on the use of non verbal communication and its effects on students. While, the researcher focuses on the types of non verbal communication that dyslexia used when their communication in learning process.

Fourth, the similarity of this research is the object that we using. Dyslexia children but Haira (2012) analyzed the character dyslexia in the movie, while the researcher analyzed dyslexia in real life. The difference between the researchers is the

theory. Haira (2012) focuses on analyze linguistics phenomena of dyslexia suffered by the character movie. Thus, types of linguistics error by the dyslexia character, the environmental factors which occur in the movie and the kinds of teaching approaches used to recover the main character in the movie from dyslexia. While, the researcher focuses on the types of non verbal communication that dyslexia used when their communication in learning process.

Fifth, the similarity of this research is the object that we using. In this case, Dyslexia children. *The difference between the second previous findings above is the focuses that their analyzed.* Reny (2015) focuses on learning disability and learning method of dyslexic children, while, the researcher only focuses on the dyslexic children express their non verbal communication.

B. Pertinent Ideas (Conceptual Framework)

1. Psycholinguistics

According to Field (2003:2), Psycholinguistics explores the relationship between the human mind and language. Psycholinguistic itself has six major areas which sometimes overlap to one another; Language processing, Language storage and access, Comprehension theory, Language and the brain, Language in exceptional circumstances, and First language acquisition.

Garnham (1985:1), psycholinguistics is the study of a mental mechanisms that make it possible for people to use language. It is a scientific discipline whose goal is a coherent theory of the way in which language is produced and understood.

Grady (2001:1), psycholinguistics studies have revealed that many of the concepts employed in the analysis of sound structure, word structure, and sentence structure also play a role in language processing.

Based on explanations above, the researcher assumed that psycholinguistics is study how word meaning, sentence meaning, and discourse meaning are computed and represented in the mind. They study how complex words and sentences are composed in speech and how they are broken down into their constituents in the acts of listening and reading.

2. Communication

Communication is as complex as can be defined in many different ways. According to Martin and Nakayama, “The defining characteristic of communication is meaning, and we could say that communication occurs whenever someone attributes meaning to another person’s words or actions” (Martin and Nakayama, 1987:94). On the other side, communication may be understood as a “symbolic process whereby reality is produced, maintained, repaired and transformed” (Carey, 1989:23). According to Brown in Abrar, “Communication is transfer of information from one person to another, whether or not it elicits confidence. But, the information transferred must be understandable to the receiver” (Abrar 2015:1). On the other side, Meyer in Abrar said “Communication is the intercourse by words, letters or messages” (Abrar 2015:1).

Finally, based on the term of communication carries many different meanings, we can conclude that communication is two ways process of reaching mutual understanding, in which participants not only exchange (encode-decode) information, news, ideas, and feelings but also create and share meaning.

So, based on that explanation, in the process of communication, we are not only communicating each other with oral, but also non verbal communication. It means that if we communicate each other, we do verbal and non verbal communication. Verderber said “verbal communication is started through sound coming from the mouth and ends when the sounds stop, while non verbal communication will continue as long as person in another’s presence” (Verderber, (1980:69).

2. Nonverbal Communication

Our interpersonal effectiveness depends on more than words. Non verbal messages add to or detract from our words. In effect, we become the message, with our non verbal cues announcing our state of mind, expectations, and sense of self. Our entire beings chatter incessantly, revealing what we really feel and think.

For instance, how do you judge another’s honesty or trustworthiness? The meaning of these variables is carried predominantly via non verbal messages, often without our awareness and not under our conscious control. For this reason, non verbal messages are less likely than words to be intentionally deceptive.

Non-verbal communication is expressed through nonlinguistics means. It is the actions or attributes of humans, including their appearance, use of objects, sound,

time, smell, and space, that have socially shared significance and stimulate meaning in others. It includes visual/kinesic cues such as facial expressions, eye movements, gestures, and body orientation; vocal/paralinguistics cues such as volume, pitch, rate, and inflection; proxemic cues such as space and distance; olfactory or smell cues; cues provided via artifactual communication and appearance; cues sent via color; and chronemic or time cues.

3. Types of Non Verbal Communication

According to Novinger's theory (2001:65) divided of nonverbal communication into eight types as follows:

a. Context

Context is the circumstances surrounding a message. The circumstances might include the setting, the value positions of the people and appropriateness of a message.

b. Chronemics (Time Sense)

Chronemics is the study of how time is used in communication. Time can be used as a communication tool in many ways, from punctuality to expectations around waiting and response time, to general principles around time management.

c. Kinesics (Body Motion Communications)

Kinesics is the study of human body motion. It includes such variables as facial expression, eye movement, gestures, posture, and walking speed. Valuable

communicator information is contained in the look on your face, whether you stare or avert your gaze, whether your shoulders are straight or drooped, whether your lips are curved in a smile or signal contempt with a sneer, and whether your gait suggests eagerness or anxiety.

1) Gesture

Gesture assigned a movement part of the body, especially a hand or the head, to express an idea or meaning, Gesture is a form of non verbal communication or non vocal communication in which visible bodily actions communicate particular messages, either in place of, or in conjunction with speech. Gestures include movement of the hands, face, or other parts of the body. Gestures allow individuals to communicate a variety of feelings and thoughts, from contempt and hostility to approval and affection, often together with body language in addition to words when they speak. Based on syarif (2004: 30) when we communicate each other, the kinds of gestures can be used by us such as hand closing mouth when laugh, using index finger, rising palm, put palm on the chest, put index finger on the chest, put hand on forehead, scratching head, palying with nail, playing with button, put hand under chin, stand and hold hand, sitting and one leg puts over knee, sitting and hand lies on the hand, sit and put hand under chin, sit down while playing her/his fingers, nodding, shaking head, shrug the

shoulder, down head, using fingers, raise the hand, hand wave, clap the hands, using hand to close his/her eyes.

2) Eye contact

Eye movement indicates whether a communication channel is open. It is much easier to avoid interacting if we have not made eye contact, because once we do, interaction virtually becomes an obligation. Eye contact is a key part of interpersonal communication, as we use our eyes to establish, maintain, and terminate contact. As with all non-verbal cues, the message you send with your eyes may be interpreted in a variety of ways. Based on Syarif (2004:30), when we communicate each other, kinds of eye contact can be used by such as avoid eyes contact, eye contact, staring the other object, rising eyes brow, frown forehead, take eyes far away.

3) Facial Expressions

Facial expressions are the resulting changes in facial appearance due to one or more facial movements. Based on Clark (2010:1-2), when we communicate each other, kinds of facial expressions can be used by us such as happiness: smile, round eyes and raised cheeks. Sadness: raised inner brows, pulling down of outer lips. Surprise: eyebrows raised, wide open eyes, open mouth. Anger: lower eyebrow, intense stare. Fear: raised eyebrows and eyelids, slightly opened mouth, lip edges stretched back horizontally. Contempt: naturally occurs on one

side of the face, pulling upper lip up and away. Disgust: wrinkled nose, lowered eyelids and eyebrows, raised upper lips, tongue show. Amusement: head back, Duchenne smile, lips separated. Boredom: eyelids dropping, head tilted, and slouched posture. Confusion: eyelids narrowed, brows furrowed, Shame: head down. Coyness: eyes turned opposite to head turn. Embarrassment: eyelids narrowed.

4) Haptics (Touch)

Haptics is a form of non verbal communication and the way by which people and animals communicate via touching. Touch is the most effective means to communicate feelings and emotions. Based on Clark (2010:2), when we communicate each other, kinds of touch can be used by us such as handshake, high-five, walking and linking arm with friend, cheek to cheek.

5) Posture

Posture can provide a significant amount of important information through non verbal communication. Based on Clark (2010: 2-3), when we communicate each other, kinds of postures can be used by us such as upright chin up position, Withdrawal: contrary to approach. Expansion: standing up straight, slouching with rounded shoulders and a concave back, Approach: forward looking and leaning toward postures.

d. Olfactics

Olfactics is a non verbal communication study of smell. We tend to react to people based on their smell. For both men and women body smell is one of the most important subconscious factors of choosing a life mate. During interaction body odor or too much perfume can make even the most attractive person seem repulsive.

e. Proxemics (Space sense)

Proxemics is the study of space and how we use it, how make it make us feel more or less comfortable, and how we arrange objects and ourselves in relation to space.

f. Immediacy

Immediacy is the way we signal closeness, willingness to communicate, and positive feelings to another person.

g. Physical Characteristics (Artifacts & Color)

Artifacts are physical objects, such as clothing, homes, and cars that indicate to others a person's personal and social beliefs and habits. Messages are thus conveyed in a non verbal manner.

Color is the variation in clothing and environmental colors. Color talks both to and about us. The colors we surround ourselves with and the colors we wear affect us both physically and emotionally.

h. Vocalics (Paralinguistics)

Paralinguistics is a non verbal element of communication that includes rate (speed), pitch (highness or lowness of voice), volume (loudness), and enunciation of vocal speech. A person character, emotional condition and ability to get a message correctly to a receiver can be revealed by vocal cues.

4. Dyslexia

Dyslexia come originally from Greek word; “dys” which means lack of or difficult and “lexia” or “lexicon” means pertaining the words (Mississippi Departement Education, 2002:1). The word “dyslexia” was introduced in 1987 by Berlin as a specialist and ophthalmologist (Hammond and Hughesv 1993:3). Lately, dyslexia has been known as one several language disorder which influencing students in learning how to read and write. Mississippi Law states that dyslexia means a disorder in processing language that may be shown by difficulty in processing expressive or receptive, verbal or written language even though have suffice intelligence, educational adequate, and cultural occasion (in Mississippi Department of Education, 2002:2). So, it argues that dyslexia is not only comes from language disorder but also in learning disability.

Hudson, High, and Al Otaiba (2007:1) state that dyslexia is a specific learning disability in reading which often influences also in spelling. Based on Wilmshurst (2005:209) argues that particulary, learning disability (SLD). According

to IDEA (Individual with Disability Education Act) (1999:3) specific learning disability (SLD) has the meaning a disorder in one or more of the basic psychological process through in understanding or using language, verbal or written, in which the disorder may shows itself in a disable ability to listen, think, speak, read, write, spell, or even do mathematic calculations (as cited in Wilmshurst, 2005:211). It can be concluded that dyslexia is a variety of learning disability or specific learning disability. It is happen in the corpus callosum that does not work balanced and then affecting the brain forces right brain to be used more than left brain for recognizing and processing letters, images, symbols, and concepts.

5. Charateristics of Dyslexia

Characteristics of students with dyslexia change over time depending on the grade level and/or state of reading Chall (1996:3) that the individual has reached. The following are some signs of dyslexia at different grade levels:

- a. Preschool / Kindergarten
 - 1) Delay in talking
 - 2) Difficulty with recognizing and producing rhymes
 - 3) Difficulty remembering rote information such as letter names (also phone number and address)
 - 4) Difficulty remembering and following directions.
- b. Grades 1-3

- 1) Difficulties with learning sound / symbol correspondences
- 2) Confusion of visually similar letters (b/d/p, w/m, h/n, f/t)
- 3) Confusion of auditory similar letters (d/t, b/p, f/v)
- 4) Problems with segmenting words into individual sounds and blending sounds to form words.
- 5) Reading and spelling errors that involve difficulties with sequencing and monitoring sound/symbol correspondence such as reversals of letters (past/pats). Omissions (tip/trip), additions (slip/sip), substitutions (rip/rib), and transpositions (stop/pots)
- 6) Omission of grammatical endings in reading and/or writing (-s, -ed, -ing, etc)
- 7) Difficulty remembering spelling words over time and applying spelling rules

c. Grade 4-8

- 1) Significant difficulty reading and spelling multisyllabic words, often omitting entire syllables as well as making single sound errors
- 2) Lack of awareness of word structure
- 3) Frequent misreading of common sight words (where, there, what, then, when, etc)
- 4) Difficulties with reading comprehension and learning new information from text because of underlying word recognition difficulties

- 5) If underlying oral language problems exist affecting vocabulary knowledge and grammar, difficulties in comprehension of text will occur
 - 6) Significant difficulties in writing related to problems in spelling as well as organizing ideas
- d. High school, College, and Adult
- 1) Continued difficulties with word recognition which significantly affect acquisition of knowledge and ability to analyze written material
 - 2) Slow rate of reading
 - 3) Continued difficulties with spelling and written composition
 - 4) Difficulty with note taking in class
 - 5) Trouble learning a foreign language

6. Types of Dyslexia

Based on the characteristics, dyslexia is divided into three types (Letchumy 2008:119). Those are dyslexia-visual, dyslexia-auditory, and dyslexia-dysgraphia. Dyslexia-visual is a disorder that can see a sentence which consists of some words but cannot differentiate and interpret what they see, for example there is a sentence “The boy sleep in front” then becomes “They bleep from”. Dyslexia-visual is not a physical problem with the eyes but a neurological difficulty with the brain. Thus, it is important to check the eyesight for making sure that these problems are not being caused by the eyes. Dyslexia-auditory is a disorder that have difficulty in processing the basic sounds of language, particularly, multiple sounds may be incorporated as a

singular sound. They cannot differentiate the similarity sounds they heard, for example the the dyslexics cannot hear similar sound in the beginning and end such as door and doll, ball and doll, and differentiate some words with the same vocal such as big, bag, and bug. Furthermore, dyslexia-dysgraphia a specific learning disability that have difficulty in writting expression with the spelling, poor handwriting and trouble in putting thoughts on paper. More specifically dyslexia-dysgraphia is a disorder in writing letters and words, combine the sounds of letters, and pronounce familiar and unfamiliar words (Letchumy, 2008:119).

a. Dyslexia-Visual

According to Lerner, perception is an ability to understand the appropriate meaning in something what children see, hear and touch. This ability is used to comprehend process and interpret information what children experiences. In the following, there are some perceptions which are needed to identify dyslexia symptom.

b. Dyslexia-Auditory

Lerner argues (as cited in Abdurrahman, 2012: 116) that auditory perception is the ability to distinguish the similarities and differences between sounds. It is not related in hearing acuity. Yet, it is the ability to comprehend or interpret everything that comes from hearing.

c. Dyslexia-Dysgraphia

Writing dyslexia or dysgraphia is an inability for recognizing letters with appropriate size, and understanding what he writes. This disorder is happened

because of visual and auditory impairment. Based on Hornsby (1984:9), concludes that there is a close connection between reading and writing because when children study how to read they also study how to write what they read (as cited in Abdurrahman, 2012:162).



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents and explains research method, subject of the research, instrument of the research, procedures of collection data, and technique of data analysis that used in this research.

A. Research Method

The method of this research is a descriptive qualitative method. Qualitative method is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem (Creswell, 2014:183). In this research, the researcher collected the data from the main source of data, which in this research investigated the types of non verbal communication used by Dyslexia Children at SLB Negeri I Makassar

B. Subject of the Research

In this research, the researcher investigated the types of non verbal communication that dyslexia children express in their learning process. The respondent consists of three children in First Grade (SDLB) at SLB Negeri I Makassar on October 09th-14th 2017.

C. The Instrument of the Research

In collecting data, the researcher used observation sheet as the instrument of the research. According to Schmuck in Kawulich (2005:3), observation methods are useful to researcher in a variety of ways. They provide research with ways to check

the kinds for nonverbal expression of feelings determine who interacts with whom, grasp how participants communicate with each other, and check for how much time is spent on various activities. The researcher used observation sheet to get data so that she can write down the findings from the source of data.

D. *Procedure of Collecting Data*

In doing this research, there are some steps used by researcher in collecting data there are;

1. First, the researcher makes a deal with the teacher to join in the learning process class.
2. Second, the researcher would observe while recording the ways of communication in their activity that do by the object during the learning process in the school.
3. Third, the researcher would categorize the types of non verbal communication that dyslexic children used when they express in the learning process by checklist the observation sheet.
4. Fourth, the researcher would classify the video into non verbal communication
5. Last, the researcher would analyze the dominant parts that the object used that express in their non verbal communication.

E. Data Analysis Technique

The researcher analyzed the data to know the kinds of kinesics that used by dyslexia children on their non verbal communication. Furthermore, the researcher used Novinger's theory (2001:65) about Nonverbal Communication is divided into eight types; Context, Kinesics, Proxemics, Chronemics, Olfactics, Immediacy, Physical Characteristics (Vocalic). From the eight kinds of Non verbal communication the researcher limited her explanation just kind about kinesics.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussion of the research.

A. Findings

In this part, the researcher presented the findings of the kinds of kinesics and the function of the kinesics that were used by the dyslexia children of SDLB Negeri 1 Makassar in their non verbal communication. It is categorized and analyzed based on Novinger (2001: 65) about kinds of Nonverbal Communication which is divided into eight types; Context, Chronemics, Kinesics, Proxemics, Olfactics, Immediacy, Physical characteristics and Vocalic focused on dyslexia children non verbal communication ways. However, the research only focused on Kinesics. They are gesture (Emblems), eye contact, facial expression, Haptics (Touch), and Posture.

After analyzing the data, the researcher found only three kinds of five kinds of kinesics. They are; gesture (emblems), eye contact and facial expression that dyslexia children used at SDLB Negeri 1 Makassar.

1. Gesture (Emblems) as one of kinds of kinesics

The researcher found kinds of emblems (gesture) which were used by Dyslexia children. They were classified into 14 movements. They were;

Table.1 Types of Kinesics those Dyslexia Children Used (Gestures)

No.	Kinds of Gestures	Number of Using
1.	Using index finger	7
2.	Put hand on forehead	2
3.	Scratching head	2

4.	Sit and Put hand under chin	2
5.	Stand and hold hand	8
6.	Sitting and hand lies on the hand	3
7.	Using fingers	3
8.	Nodding	2
9.	Shaking head	1
10.	Shrug the shoulder	1
11.	Raise the hand	10
12.	Hand Wave	1
13.	Using hand to close eyes	1
14.	Clap the hands	2
TOTAL		45

Table.1 showed that there were many kinds of gestures that dyslexic used when they communicated in learning process. They were Using index finger, put hand on forehead, scratching head, put hand under chin, stand and hold hand, sitting and hand lies on the hand, sit and put hand under chin, nodding, shaking head, shrug the shoulder, hold hand, raise the hand, hand wave, using hand to close eyes and using fingers.

a. Using index fingers

This is “Show the written in the whiteboard” (Datum 1, see the picture 1)

The movement was categorized as gesture in using index finger. The movement using when “The subject ask the teacher what the meaning of the writing on the whiteboard” The subject using index finger to convey the message from the head.

b. Put hand on forehead

Aw “Put hand on forehead” (Datum 48, see the picture 48)

The movement was categorized as gesture in put hand on forehead. The movement using when “The teacher forget to pray before she study. So, the subject conveys the feeling *forget* by the put hand on her forehead to express that the teacher forgetful person.

c. Scratching head

Her “Scratching head” (Datum 4, see the picture 4)

The movement was categorized as gesture in scratching head. The movement using when “The teacher ask the subject how do you go to your house”? She does scratching head because she feels confusion and cannot answers because the question is recur again.

d. Sit and Put hand under chin

Where is the scissors? “Put hand under his chin” (Datum 70, see the picture 70)

The movement was categorized as gesture in Sit & put hand under chin. The movement using when “The subject feel confusion with the facial expression brows furrowed while put hand under her chin when searching the scissors but she can’t find it.

e. Stand and hold hand

See in the right side with “Raise her right hand while left hands under in right hands after this hold the hands” (Datum 10, see the picture 10)

The movement was categorized as gesture in Stand & hold hand. The movement using when “The teacher ask to her who will take her? By the motorcycle or what? She answers the questions by raise the right hand and the left hand under the right hand while hold her hands. The meaning of the movements that she does is to describe about the far house.

f. Sitting and hand lies on the hand

Put her left hand on the table then her right hand lies on the left hand “Cross wide shape” (Datum 24, see the picture 24)

The movement was categorized as gesture in Sitting & hand lies on the hand. The movement using when “The teacher ask all of the students what day is tomorrow and she answers by the put left hand on the table then the right hand on the left hand and cross wide shape that the meaning “This is” .

g. Sit and put hand under chin

See the teacher “put hand under chin” (Datum 21, see the picture 21)

The movement was categorized as gesture in Sit & put hand under chin. The movement using when “The subject feel confusion with the facial expression brows

furrowed while put hand under her chin when searching the scissors but she can't find it.

h. Nodding

Hmm "Nodding her head" (**Datum 12, see the picture 12**)

The movement showed that when the subject use it she cannot ready to begin her activity in this case study.

i. Shaking head

Shaking his head in the right and left position (**Datum 38, see the picture 38**)

The movement showed that his users try to remember the answers of the question that given by the teacher. In this case he forget something but he showed by the shaking his head.

j. Shrug the shoulder

Shrug his shoulder with his hand look up (**Datum 55, see the picture 55**)

The movement above explain that the subject show something that he doesn't know.

k. Raise the hand

Raise and hit his hands (**Datum 26, see the picture 26**)

The meaning of this movement showed how the subject inform to the teacher that she forget to pray before they study.

l. Wave Hand

Wave her hands to the teacher (Datum 22, picture 22)

The movement showed that not only by the sound we can calling someone but by the gesture she can use it and the others can understand what she inform.

m. Using hands to close eyes

Using hands to close her eyes (Datum 36, picture 36)

The subject express that she feel sleepy by this movement because she afraid to ask the teacher that the studying feel boredom.

n. Using fingers

FD, Give me the scissors "Showed two fingers" (Datum 64, picture 64)

The subject expresses the things "Scissors" by her fingers for its easy to understand

o. Clap the hands

"Clap the hands" (Datum 28, picture 28)

The movement express the subject feelings that she feel happy.

2. Eye contact as one of kinds of kinesics

The researcher, however also found kinds of eye movement, they were ; based on the data that had been collected by the researcher.

Table.2 Types of Kinesics that Dyslexia Using (Eye Movement)

No.	Kinds of Eye Movement	Number of Using
1.	Eye Contact	4
2.	Staring the other object	2
TOTAL		6

Table.2 showed that there were two kinds of eye movement that dyslexic use when their communication in learning process. They were eye contact and staring the other object.

a. Eye contact

“See the friend eyes” then show comma sign on the whiteboard

(Datum 2, see the picture 2)

The movement was categorized as eye movement in eye contact. The movement showed to inform what he think by see the friend eyes while show comma sign on the whiteboard. Not only by the sound, but he can express by the eye movement.

b. Staring the other objects

“See on the lamp” then says my home is far (Datum 9, see the picture

9)

The movement showed that the use is to inform what the users think on the head. We can see by staring the other object the subject can explain about the home. In this case, she was easy to remember that the teacher ask her.

3. Facial expression as one of kinds of kinesics

The researcher, however also found kinds of facial expression, they were; based on the data that had been collected by the researcher.

Table.3 Types of Kinesics that Dyslexia Using (Facial Expression)

No.	Function of Facial Expression	Kinds of Facial Expression	Number of Using
1.	Happiness	Smile	4
		Raised Cheeks	1
2.	Sadness	Raised inner eyebrows	1
		Pulling down of outer lips	2
3.	Suprise	Open Mouth	4
		Wide open eyes	1
4.	Anger	Lower Eyebrow	1
		Intense stare	1
5.	Fear	Raised Eyebrows and eyelids	1
		Lip edges stretched back horizontally	1
6.	Disgust	Wrinkled nose	1
		Tongue show	1

7.	Amusement	Head Back	1
		Ducheme Smile	2
		Lips Separated	2
8.	Boredom	Eyelids dropping	2
		Head tittled	1
		Slouched posture	1
9.	Confusion	Eyelids narrowed	1
		Brows furrowed	2
10.	Shame	Head Down	2
11.	Coyness	Eyes turned opposite to head turn	1
12.	Embarrassment	Eyelids narrowed	1
TOTAL			35

Table.3 showed that there were many function and kinds of facial expression that dyslexic use when their communication in learning process. They were happiness, sadness, surprise, anger, fear, disgust, amusement, boredom, confusion, shame, and coyness.

a. Happiness

“Smile” walking back to the her chair (Datum 11, see the picture 11)

The movement was include in facial expression because by the expression smile we can know that the subject is feeling happiness after she can answers all the questions by the teacher.

b. Sadness

His “Pulling down of outer lips” (Datum 79, see the picture 79)

The movement above showed that the subject feel sadness because the teacher said that he can't go to the canteen if he can't bring money to buying something at the canteen. He expresses his feelings by pulling down of his outer lips when the teacher said to him.

c. Surprise

“Open her mouth” then she says it's so small (Datum 68, see the picture 68)

The subject feeling surprise by open her mouth when the friends give the small paper to her.

d. Anger

Mam, she is blind. Thus, touch his eyes. “Intense stare” (Datum 51, see the pictures 51)

The expression above showed that the subject feel anger because the friends bully him. He expresses the anger by the intense stare to his friend's .

e. Fear

“His raised eyebrows and eyelids” (Datum 78, see the picture 78)

In this situation, the subject feels fear because there are ghost doll at the outside of the windows that the teacher put for all of the students can't make noise if

the learning process ongoing. He showed the raised eyebrows and eyelids to inform that he fear.

f. Disgust

Her “nose wrinkled” (Datum 75, see the picture 75)

The subject do the movement because she feel amused when the teacher said that above showed that the subject feel sadness because the teacher ask to her about cat. She explain that she have many cats, small and big size. But when she describe about the big size the nose wrinkled. She feels disgust about the something bigger.

g. Amusement

Clap her hands with “ducheme smile” (Datum 41, see the picture 41)

The movement above explain that the subject feel amusement with showing the ducheme smile and clap her hands because she get a high score for her homework.

h. Boredom

Shake his legs and hit the table “Eyelids Dropping” (Datum 35, see the pictures 35)

The subject feel boredom in his class. He expresses by the shake the legs while hit the table with the eyelids dropping expression.

i. Confusion

His “brows furrowed” (Datum 30, see the picture 30)

The subject feel confusion when the teacher explain the material. She cannot understand what the teacher conveys. Her feelings can we know by the expression with her brows furrowed.

j. Shame

Her “head down” (Datum 53 see the picture 53)

The movement above showed that the subject feel shame because she cannot answers the question from the teacher about what is the letter? She is silent and head down.

k. Coyness

Her “eyes turned opposite to head turn” (Datum 13, picture 13)

The subject feel coyneess when the teacher said that her bottle have big size like her. Her expression showed by the eyes turned opposite to head turn.

l. Embarrassment

“Eyelids Narrowed” (Datum 66, picture 66)

The movement above showed that the subject feel embarrassment when she ask to her friends about the scissors but her friend doesn’t want to give the scissors but only the joke . The expression showed by her eyelids narrowed.

B. Discussions

Based on the findings above, the researcher would like to give further description and explanation about the types of non verbal communication that used by the dyslexia children at SLB Negeri 1 Makassar in learning process.

1. The kinds of kinesics that used by the dyslexia children in the first grade of SDLB Negeri I Makassar in their non verbal communication.

From the findings, it revealed that all of the dyslexia children at SLB Negeri 1 Makassar used kinesics types in their non verbal communication. The researcher found out that there were 82 movements using by the dyslexia children. The three kinds of movements made by the dyslexia children in non verbal communication were 45 gestures (Emblems), 6 eye contact, and 35 facial expressions.

a) Gestures

According to Novinger (2001: 64-65) gesture assigned a movement part of the body, especially a hand or the head, to express an idea or meaning. Table.1 showed that there were many kinds of gestures that dyslexic use when their communication in learning process. They were Using index finger, put hand on forehead, scratching head, put hand under chin, stand and hold hand, sitting and hand lies on the hand, sit and put hand under chin, nodding, shaking head, shrug the shoulder, hold hand, raise the hand, hand wave, using hand to close eyes and using fingers (Syarif, 2004: 30)

In the gestures, the researcher did not find the movements of gestures hand closing mouth when laugh, rising palm, put palm on the chest, put index finger on the chest, playing with nail, playing with button, sitting and one leg puts over knee, sit down while playing her/his fingers, and down head. There were only the using index finger, put hand on forehead, scratching head, put hand under chin, stand and hold hand, sitting and hand lies on the hand, sit and put hand under chin, nodding, shaking head, shrug the shoulder, hold hand, raise the hand, hand wave, using hand to close eyes and using fingers.

From the findings above, it could be seen that gestures movements was the highest number of using by the dyslexia children. The kind of gestures that dyslexia children used is Using index finger. For example, *“Please sit down sister (Using index finger with show the chairs) in D.71. This movements was mean please take a chair then sit down.*

b) Eye Contact

Eye movement indicates whether a communication channel is open. It is much easier to avoid interacting if we have not made eye contact, because once we do, interaction virtually becomes an obligation, Novinger (2001: 65). Table.2 showed that there were many kinds of eye contact but only two kinds that dyslexic use when their communication in learning process. They were eye contact and staring the other object

In eye movements , the researcher only found eye contact and staring the other object. The example was, “*Read a book and open the book but **(the eyes focuses on the teacher eyes)***”it means that “focuses on the teacher explanation” in **D.61**.

c) Facial Expression

Based on Novinger (2001: 65), facial expression is the resulting changes in facial appearance due to one or more facial movements. Table.3 showed that there were many kinds of facial expression that dyslexic used when their communication in learning process. They were happiness, sadness, surprise, anger, fear, disgust, amusement, boredom, confusion, shame, and coyness.

In the facial expressions, the researcher did not find the expressions of facial expression contempt, desire, embarrassment, interest, pain, pride and sympathy. There were only the expression of happiness, sadness, surprise, anger, fear, disgust, amusement, boredom, confusion, shame, and coyness.

From the findings above, it could be seen that facial expression express was the second highest number of used by the dyslexia children in their non verbal communication .The express of facial expression that dyslexia children used is **happiness**. For example, “*Take the scissor **while smile***” in **D.65**. This expression was mean *he can't give the scissor (Joke)*.

2. The dominant parts of kinesics used by the dyslexia children in the first grade of SDLB Negeri I Makassar in their non verbal communication

Based on the findings above about the kinds of kinesics in non verbal communication the researcher could see the dominant kinds of kinesics in non verbal communication used by the dyslexia children in the first grade of SDLB Negeri 1 Makassar. The researcher see it based on the quantity of the kinds kinesics in non verbal communication that is gestures = 45, Eye contact = 6, and facial expression = 35. Then, the dominant one is gestures with 45 data.

Furthermore, the superiority of the research between the previous researches above is the research use dyslexia children in the real life as the object. As we know, it is something new, unique and challenge, because the dyslexic difficulty have problem in translating language through their thought (in listening or reading) or through language (in writing and speaking). Besides that, the research focuses on analyze the language of the dyslexic. How their express their language, what kinds of the language they used when they communicate with the others, use non verbal communication or verbal communication.

The similarity of this research from four of previous finding above lies in the object that is analyzed; in this case Dyslexia Children. While, the differences of this research from the first previous finding above is the theory that their used for analyze the dyslexia. Adam (2016) analyzed the method in dyslexia character in the Indian

movie, while the researcher analyzed the dyslexic children in the Elementary School. Besides, Adam (2016) focused on the learning disability of the dyslexia character. While, the researcher focuses on the kinds of non verbal communication that use by the dyslexia children.

Second, the difference between the second previous findings above is the obstacle of the dyslexic children. Cahyawati (2011) the research focuses on the obstacle in dyslexia children while the researcher focuses on the dyslexic child express his non verbal communication.

Third, the similarity of this research is using same theory. Non verbal communication but the difference between the researcher is the object. Amelia (2015) analyzed the students of English classes in ladybird kindergarten, while the researcher analyzed the dyslexia children at SLB. Besides that, Amelia (2015) focused on the use of non verbal communication and its effects on students. While, the researcher focuses on the types of non verbal communication that dyslexia used when their communication in learning process.

Fourth, the similarity of this research is the object that we using. Dyslexia children but Haira (2012) analyzed the character dyslexia in the movie, while the researcher analyzed dyslexia in real life. The difference between the researchers is the theory. Haira (2012) focuses on analyze linguistics phenomena of dyslexia suffered by the character movie. Thus, types of linguistics error by the dyslexia character, the environmental factors which occur in the movie and the kinds of teaching approaches

used to recover the main character in the movie from dyslexia. While, the researcher focuses on the types of non verbal communication that dyslexia used when their communication in learning process.

Fifth, the similarity of this research is the object that we using. In this case, Dyslexia children. *The difference between the second previous findings above is the focuses that their analyzed.* Reny (2015) focuses on learning disability and learning method of dyslexic children, while, the researcher only focuses on the dyslexic children express their non verbal communication.

In the previous researchers above are different this research, because some reason; the first, although this research discussed also about dyslexia, but this research more focus to analyze the ways of their non verbal communication. The second, the subjects of this research are dyslexia children at SLB Negeri 1 Makassar. Third, the theory that used in this research is kinds of non verbal communication by Novinger (2001). Last, because the objects and theory are different, certainly the results of this research is different also with the findings that shown by the previous researchers. Findings of this research showed that there were only 1 kind of non verbal communication that dyslexia used, it is kinesics. In kinesics, only three kinds that dyslexia used when they communicate in the learning process. They were, Emblems (Gesture) = 45, Eye contact = 6 and facial expression = 35 and dominantly used is gesture in 45 data.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing the research findings and the discussion in the preceding chapter, conclusion and suggestion are taken. The conclusion is drawn based on the formulated research questions, while suggestion is intended to give information to the next researchers who are interested in doing further researches in this area.

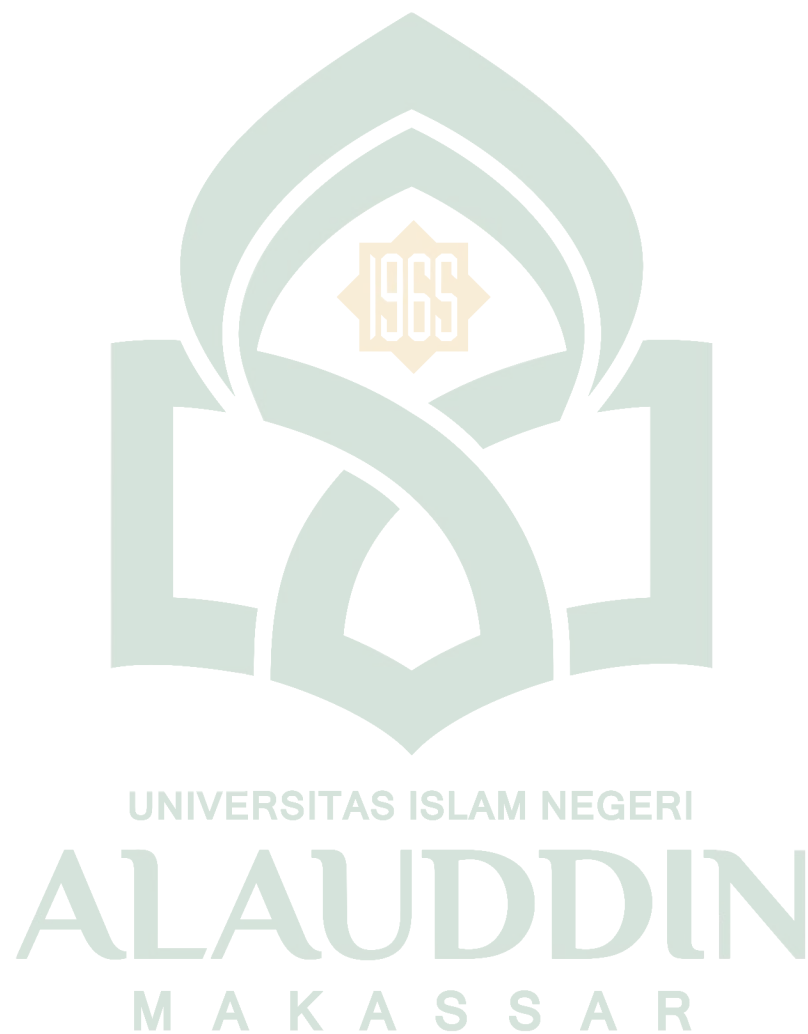
A. *Conclusions*

Based on the findings and the discussion, the researcher concludes that there are 28 kinds of non-verbal communication which is included in the Kinesics (Body Motion Communication) of Novinger's theory. There are 14 kinds of Emblems (Gesture), 2 kinds of eye contact and 12 kinds of Facial Expressions. Besides that, the dominant parts of kinesics that used by the dyslexia children in the first grade of SDLB Negeri 1 Makassar in their non verbal communication is Gesture based on the quantity of gesture = 45 data, Eye contact = 6 data and Facial expression = 30 data. So, that the dominant one is Gesture with the quantity of data is 45 data.

B. *Suggestion*

The result of this research does not cover all of the kinds of non verbal communication. However, this is still far from the complete one, but by this research at least it can be known the kinds of kinesics used by dyslexia children in their non verbal communication. Hopefully, criticism and suggestion will rise from the reader to gain the better researcher. Here the researcher will give suggest to the students, to

understand the kinds of kinesics in non verbal communication especially in Dyslexia Children. Furthermore, the researcher suggested using another theory of non verbal communication and different research object.



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OBSERVATION TRANSCRIPT OF DYSLEXIC CHILDREN




Subject Name	:	TE FD AR EC	Subject Code	:	TE000 FD001 AR002 EC003
Observer	:	Rosnani Abd Rahman	Observer Code	:	RA00123
Place of Observation	:	SLB Negeri I Makassar	Date of Observation	:	Monday, 09 October 2017- Saturday, 14 October 2017
Time of Observation	:	07:30-10.00	Transcriber	:	Rosnani Abd Rahman



Observation Note:



Subject General Description	<p>The participant observed at SLB Negeri 1 Makassar exactly in the first grade of elementary school (SDLB). There were three participants in this case FD (Man, Tall, Big, and Use glasses, and white), AR (Woman, tall, fat, and white) and the last EC (Man, Small body, short and white skin). In first and second meetings the participants wore the red white uniform and studied about alphabet. Third and fourth meetings the participants AR & FD wore brown</p>
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	<p>uniform & red trousers. While, EC wore Red & White Uniform and they studied about numeral or mathematics. But, in the fourth day, the participant FD was sick and could not go to school. The fifth day, the participant AR wore sport clothes and EC wore boy scouts uniform. In this situation they did not study in the class but sport day in the outside. The sixth day, the researcher could not go to the school because the participants had holiday.</p>
Description of Observation place	<p>The researcher did observation research at SLB Negeri 1 Makassar in SDLB 1 Class. The condition of the class was large had five chairs & five tables for five students, two fans, three windows, one door, one small whiteboard, one printer. The class situation was enjoyable, not too formal, teacher, students, and researcher could do anything, joined in the learning process include in teaching.</p>



No.	Record	Transcribe	Translate	Sintesa	Point Theory	Label	Picture
EC003	First Video 00:05	Siapa nenek-nenek?	Who is the grandmother?	The subject wanted to know who the grandmother was that the teacher said		Verbal	
TE000	00:09	Neneknya ini, ada neneknya ini	Her grandmother. She has a grandmother			Verbal	
FD001	00:15	Nii (Menunjuk ke tulisan yang ada di papan tulis)	This is (Show the writing on the whiteboard) (Datum.1)	The subject asked the teacher what the meaning of the writing on the whiteboard	Gestures	Using index finger	
TE000	00:17	Koma'	Comma Sign			Verbal	



FD001	00:19	Melirik ke temannya sambil menunjukkan tanda koma yang ada di papan tulis	See the friend's eyes while show comma sign on the whiteboard (Datum.2)	Told his friend that the sign on the whiteboard was comma sign	Eye Movement	Eye Contact	
TE000	Second Video 00:01	Jadi sama siapa kesini?	So, with whom do you go to school?			Verbal	
AR002	00:03	(Mengenggam kedua tangannya sambil mengoyang-goyangkannya)	(Holding the hands while shaking it) (Datum.3)	By the car	Gestures	Hold Hand	



	00:04	Menggaruk kepalanya	Scratching her head (Datum.4)	Confusion	Gestures	Scratching head	
TE000	00:05	Pulang sama siapa?	With whom do you go back to school?	1965		Verbal	
AR002	00:06	Mengangkat tangan kanannya lalu tangan kirinya berada di bawah tangan kanannya	Raise the right hand with the left hand under her right hand (Datum.5)	Her house was so far	Gestures	Stand and hold hand	
TE000	00:09	Iya, naik bentor?	Yes. By the motorcycle?	UNIVERSITAS ISLAM NEGERI		Verbal	



AR002	00:09	Iya (mengangguk) Nda bisa (Melambaikan tangan kanannya)	Yes “Nodding”Cann ot “ wave the right hand” (Datum.6)	Cannot by the motorcycle	Gesture	Nodding	
TE000	00:10	Apapi?	What else?				
AR002	00:10	Obil (Menggengam kedua tangannya)	Car. “Hold the hands while shake it” (Datum.7)	Car	Gesture	Hold hand	
TE000	00:12	Siapa yang jemput?	With whom do you come back?			Verbal	


AR002	00:13	Melihat ke balik pintu	See in the door (Datum.8)	Vehicle in the outside	Eye movement	Staring the other object	
AR002	00:14	Melihat keatas lalu bilang jauh rumah	See on the left and said her house is so far (Datum.9)	Her house is far	Eye Movement	Staring the other object	
TE000	00:19	Iya, siapa nanti yang ambil? Bentor atau siapa?	Yes, who will take it? The motorcycle or who?			Verbal	



AR002	00:20	Melihat ke kanan lalu kembali (mengangkat tangan kanan lalu tangan kirinya di bawah tangan kanannya)	See in the right side by “raising the right hand while the left hand under the right hand” (Datum.10)	Her house was far	Gesture	Stand and hold hand	
AR002	00:25	(Tersenyum) sambil berjalan kembali ke tempat duduknya	“Smile” while walking back to the chair (Datum.11)	Happiness	Facial Expression	Smile	
TE000	00:26	Issengko	I don't know				
TE000	00:30	Jauh katanya rumahnya. Naik apa? Naik ptpt?	Her house is so far. By the car? By the motorcycle?			Verbal	




AR002	00:33	Mmm (Menganggukkan kepala)	Mmm “Nodding” (Datum.12)	Yes. She agreed	Gesture	Nodding	
TE000	00:55	Baru tempat air minumnya besar sekali, berat.	Your bottle is big. Of course, is heavy.			Verbal	
AR002	00:59	(Tertawa sambil memundurkan tubuhnya untuk menutupi tasnya)	“Laugh and raise cheeks” while her body is back up for close the bag “Eyes turned opposite to head turn” (Datum.13)	Feel coyness because her bottle was big	Facial Expression	Eyes turned opposite to head turn	




FD001	01:00	(Mengangkat kedua tangannya sambil melihat ke gurunya)	“Raise the hands”while see the teacher in the front of him(Datum.14)	He wanted the teacher’s attention	Gesture	Raise the hand	
TE000	01:03	Patah karena banyak airnya	It’s broken because there is much water in the bottle.			Verbal	
EC003	01:05	Bu’ saya potong ininya lalu pecahki kacanya	Mam’ I piece the object then the glass is broken (Datum.15)	Solved something	Gesture	Stand and hold hand	
TE000	01:08	Apa?	What is it?			Verbal	
EC003	01:09	Mobil	Car			Verbal	
TE000	01:10	Dimana?	Where?			Verbal	


EC003	01:11	Itu yang di lempar batu tadi (menggesekan kedua tangannya)	Something that I throw "hold the hands" (Datum.16)	The car that he threw	Gesture	Hold hand	
TE000	01:14	Siapa yang melempar batu tadi?	Who throws the stone?			Verbal	
EC003	01:15	Memegang meja	Sitting and hand lies on the hand (Datum.17)	I don't know	Gesture	Sitting and hand lies on the hand	
FD001	01:17	Bu'Menunjukkan tas yang putus	Mam's showing the broken bag			Verbal	
TE000	01:19	Apa	What?				
AR002	01:20	Bocor	It's jug	Broken		Verbal	



TE000	01:21	Putus	Broken.			Verbal	
AR002	01:25	Utus (Melihat ke tasnya)	Broken (see on her bag)	Broken		Verbal	
TE000	01:26	Karena apa? Karena ini berat. Ininya berat (botol) berat sekali	The causes of the broken bag is so heavy. Your bottle is heavy.			Verbal	
FD001	01:31	Tidaaa (Mengangkat Botolnya)	No. raise the bottle	His bottle was not heavy		Verbal	
AR002	02:29	(Mengangkat kedua jarinya)	Raise two fingers (Datum.18)	She had two bottles	Gesture	Raise the hand	



AR002	02:32	(Tertawa sambil melihat ke mata ibu gurunya)	“Laughing while raising cheeks” and see the teacher’s eyes (Datum.19)	Happiness	Facial Expression	Raised Cheeks	
TE000	03:16	Botol siapa yang paling tinggi?	Whose tall bottle is that?			Verbal	
AR002	03:17	(Mengangkat jari telunjuk sebelah kirinya)	“Raise the left index fingers (Datum.20)	Me	Gesture	Raise the hand	




AR002	Third Video 00:03	(Melihat ke gurunya sambil menggengam kedua tangannya)	“See the teacher face while put her hands under chin” (Datum.21)	She could ready to study	Gesture	Sit and put hand under chin	
AR002	00:01	(Melambaikan tangannya kearah gurunya)	“Wave the hands to the teacher” (Datum.22)	Calling	Gesture	Hand Wave	
AR002	00:02	Mengangkat tangannya kearah telinga kiri	Raise the hand to the left ear (Datum.23)	House	Gesture	Raise the hand	
TE000	00:06	Besok hari apa?	What day is tomorrow?			Verbal	



EC003	00:15	Rabu	Wednesday			Verbal	
AR002	00:17	(Meletakkan tangan kirinya dimeja lalu tangan kanannya diatas tangan kirinya dan berbentuk silang)	“Put the left hand on the table then the right hand on the left hand and cross wide shape (Datum.24)	This was	Gesture	Sitting and hand lies on the hand	
FD001	00:34	(Tersenyum lebar)	“Raising cheeks” (Datum.25)	This was	Facial Expression	Raised Cheeks	
FD001	00:42	(Menabrakkan kedua tangannya)	Hit the hands (Datum.26)	Prayed	Gesture	Raise the hand	



TE000	01:32	Coba ibu lihat kukunya sudah dipotong?	Let me see your nail. Have you cut it?			Verbal	
FD001	01:33	Tersenyum melihat ke kukunya	“Smile while seeing the nail” (Datum.27)	Had cutting his nail	Facial Expression	Happiness	
AR002	01:39	Memperlihatkan kukunya ke FD	“Show her nails to FD”	Had cut her nails		Verbal	
TE000	01:53	Ih' fadel belum	Fd has not			Verbal	
FD001	01:54	Mengangkat jarinya	Raise the fingers	Yes. He had cut the nails		Verbal	
AR002	02:01	Bu' guru ini belum potong	Mam' she has not cut her nails			Verbal	



AR002	02:38	Menepuk Tangan	Clap the hands (Datum.28)	Felt Happy because she got 100 score	Gestures + Facial Expression	Clap the hand + Smile	
FD001	02:38	Menepuk Tangan	Clap the hands (Datum.29)	Felt Happy because she got 100 score	Gestures + Facial Expression	Clap the hand + Smile	
TE000	03:00	Menjelaskan di depan	Explain the material			Verbal	



FD001	03:05	Mengerutkan wajah	Brows furrowed (Datum.30)	Confused	Facial Expression	Confusion	
FD001	03:27	Mengarahkan tangannya ke arah tempat duduk EC	Using index finger to the EC's Chair (Datum.31)	Asked to EC for sitting down on the chairs	Gesture	Using index finger	
FD001	03:28	Mengangkat kedua tangannya	Shrug the shoulder (Datum.32)	Was not yet	Gesture	Shrug the shoulder	



AR002	03:38	Hei' (menunjuk kearah kanan)	Hei " show the right side" (Datum.33)	There	Gesture	Using index finger	
TE000	04:27	Memeriksa hasil tugas EC	Check their homework			Verbal	
AR002	04:29	Menunduk sambil melihat kearah EC (Head Titled)	Head Titled while see the EC (Datum.34)	Waiting	Facial Expression	Boredom	
FD001	04:33	Mengoyangkan kakinya sambil memukul kecil meja (Dengan eyelids dropping)	Shake the legs while hitting the table (with eyelids dropping) (Datum.35)	Waiting	Facial Expression	Boredom	

AR002	05:06	Menutup kedua matanya dengan menggunakan tangannya	Using hand to close her eyes (Datum.36)	Felt sleepy	Gesture	Using hand to close her eyes	
TE000	05:22	Masa febi belum dikerja PR nya	FB had not done her homework yet			Verbal	
EC003	05:24	Masa febi begini gambarnya(Menunjuk ke arah buku)	Why the pictures of FB are like this? "show the book" (Datum.37)	Showed that FB had not done her homework yet	Gesture	Using index finger	
TE000	06:48	Berapa ini ?	How much is this?			Verbal	




FD001	06:54	Mengoyangkan kepalanya ke arah kanan dan kiri	Shaking his head to left and right side (Datum.38)	Tried to remember	Gesture	Shaking head	
TE000	07:23	Aduh, tidak terbaca tulisanmu	Oh my god, your writing can't be read			Verbal	
FD001	07:24	Salah	False	Your homework was false		Verbal	
AR002	07:26	(Kepalan tangannya ditunjukkan ke FD)	"Hold the hand" and show to FD (Datum.39)	Don't say like that	Gesture	Hold the hand	
FD001	07:28	Tertawa sambil mengatakan	Laughing while saying False!	Just fun		Verbal	



		“Salah”					
AR002	07:30	Membuka buku bukunya tetapi matanya ke arah tugas yang diperiksa (Head Down)	Open her books but the eyes focus on the homework that teacher check it (with Head Down) (Datum.40)	Felt Shame because it was false	Facial Expression	Shame	
TE000	07:32	Ya, sudah	Yes, I have done			Verbal	
AR002	07:45	Menepuk tangan (Ducheme Smile)	Clap the hands(Ducheme Smile) (Datum.41)	Happiness	Facial Expression	Amusement	



FD001	07:50	Memasang muka cemberut (Brows knitted)	Brows knitted (Datum.42)	Unhappy	Facial Expression	Sadness	
AR002	07:47	Mengerutkan Bibir	Pulling down of outer lips (Datum.43)	Give up	Facial Expression	Pulling down of outer lips	
TE000	08:25	Arlin menulisnya jangan berdempetan harus ada jaraknya	AR, if you write something please give a little space to make it looks better. Please, don't make it closer			Verbal	




FD001	08:30	(Melentangkan tangannya) besaar kecil	Stretch his hands (Datum.44)	Showed the small and big	Gesture	Raise the hand	
AR002	08:51	Dapat apa FD?	What do you get FD?	What score did you get?		Verbal	
FD001	08:52	Memperlihatkan bukunya	Showing the book	Showed how many score that he got from the book		Verbal	
FB004	12:10	Memperlihatkan biscuit dari dalam tasnya	Showing the biscuit in the bag	Showed the biscuits		Verbal	
AR002	12:13	Melihat kearah FB sambil memasang muka cemberut (Eyes narrowed)	See FB's with the narrowed eyes (Datum.45)	Felt uncomfortable	Facial Expression	Disgust	



M A K A S S A R




FD001	12:16	Bu' belum (Mengangkat kedua tangannya)	Mam' not yet "Raise the hands" (Datum.46)	Praying had not done yet	Gesture	Raise the hand	
TE000	12:17	Oh' iya belum	Oh' is not yet			Verbal	
FD001	12:18	(Menunjuk ke wajah ibu gurunya sembari tertawa) (Head back & Ducheme smile)	Show the face teacher while laughing "Head back & Ducheme smile" (Datum.47)	Laughing the teacher	Facial Expression	Amusement	
AR002	12:20	Aw (memukul kepalanya)	Aw "Put hand on forehead" (Datum.48)	forgot	Gesture	Put hand on forehead	

EC003	12:22	Menutup kedua telinganya (Lips Separated)	Close the ears with Separated lips (Datum.49)	forgot	Facial Expression	Amusement	
TE000	12:23	Belumpi ibu' itu kasi keluar makan terus jadi lupa ibu	forget because fb always shows the foods			Verbal	
TE000	12:36	Sini FD' naik berdoa	FD, Please take a pray			Verbal	
FD001	12:37	Nda bisa (memegang tenggorokannya) Sambil menunjuk kearah EC	He can't "hold the throat while show the EC" (Datum.50)	Sick throat	Gesture	Using index finger	
EC003	12:56	Naik lalu membaca doa	Prayed	Prayed		Verbal	



EC003	16:55	Bu'guru buta inne. Begini (memegang kelopak matanya) (Brows furrowed)	Mam' she is blind “ hold the eyes “ with Brows furrowed (Datum.51)	Mocked	Facial Expression	Anger	
TE000	16:56	Tidak boleh sama temannya tidak boleh begitu	We can't do that with their friends			Verbal	
EC003	16:57	Bermuka cemberut (Eyes wide)	Glum face (Eyes wide) (Datum.52)	Unhappy	Facial Expression	Anger	
TE000	17:58	Ini huruf apa?	What is the letter?			Verbal	



AR002	18:01	Tersenyum sambil menggesekkan lengannya ke meja (Head down)	Smile while rub the arm on the table (Head down) (Datum.53)	He didn't know	Facial expression	Shame	
TE000	18:08	Menjatuhkan spidol	Fall the marker			Verbal	
FDAR EC	18:10	Mangap	Open their mouth (Datum.54)	Suprised	Facial Expression	Suprise	
TE000	18:41	Ini huruf apa lagi?	What is the letter?			Verbal	
FD001	18:42	Menaikan bahunya sambil tangannya menengadah	Shrug the shoulder & raise the hand (Datum.55)	I don't know	Gesture	Shrug the shoulder & raise the hand	




TE000	19:20	Coba EC, Apa ini?	Ec, what is this?			Verbal	
EC003	19:21	R	R	R		Verbal	
TE000	19:22	Iya, betul	Yes, it's true			Verbal	
EC002	19:23	Kembali ke tempat duduknya lalu menepuk tangan AR (Lips Separated)	Back to the chair then clap his hands with AR (Lips Separated) (Datum.56)	Felt Amusement because the answers was true	Gesture + Facial Expression	Stand and hold hand + Amusement	
TE000	19:39	Ini, ini	This is, this is.			Verbal	
AR002	19:41	Memegang wajahnya sembari bermuka cemberut (Eyelids narrowed)	Hold the face with "Eyelids narrowed" (Datum.57)	Confused	Facial Expression	Confusion	




FD001	Fourth Video 00:10	Najwa (menunjuk kearah belakang)	Najwa “show the back of side” (Datum.58)	He said to najwa to back on the chair	Gesture	Using Index finger	
EC003	Fifth Video 00:21	Membaca(berdiri lalu memegang kepalanya)	Reading “Put hand on forehead” (Datum.59)	Focused	Gesture	Put hand on forehead	
FD001	02:01	Membaca (menggoyangkan badannya) (Slouching with rounded shoulders and a concave back)	Reading “shake his body” (Datum.60)	Focuses	Posture	Gesture	



M A K A S S A R




AR002	02:16	Membaca (membuka buka buku) tetapi tatapan matanya tetap kedepan	Reading “Open her book but the eyes focuses in front of the teacher(Datum.61)	Focused	Eye Movement	Eye Contact	
TE000	Sixth Video 00:12	Warna apa?	What is the color?			Verbal	
FD001	00:13	Menaikkan empat jarinya	Raise the four fingers (Datum.62)	Green	Gesture	Using finger	




AR002	00:19	Melihat ke bukunya	See the book after this see the teacher eye's (Datum.63)	Green	Eye movement	Eye contact	
EC003	00:28	Naik ke papan tulis lalu menunjuk ke angka-4	Come for what to the white board then show the four numbers	Green		Verbal	
AR002	08:52	Fadel, unting (menunjukkan dua jarinya)	FD, scissors "Showing two fingers" (Datum.64)	Asked the scissors	Gesture	Using fingers	



FD001	08:54	Mengambil Gunting sambil tersenyum (Smile)	Take the scissors while “Smile” (Datum.65)	Did not want to take the scissors	Facial Expression	Happiness	
AR002	09:01	Tersipu	Eyelids narrowed (Datum.66)	Fed up	Facial Expression	Embarrassment	
TE000	09:23	Memberikan lem	Give the glue			Verbal	
AR002	09:25	Mencium lem tersebut sambil menjulurkan lidah (tongue show)	Smell the glues while “tongue show” (Datum.67)	The smell was not delicious	Facial Expression	Disgust	
FD001	10:06	Memberikan kertas ke AR	Give the paper to AR	Gave the paper		Verbal	



AR002	10:08	Membuka luas mulutnya dan berkata ecilna (lip parted)	Open her mouth and said it' so small "wide open eyes" (Datum.68)	Suprised	Facial Expression	Suprise	
EC003	10:34	Biru. Minta biru	Blue. Give me the blue color	Gave his the blue color		Verbal	
AR002	10:36	Mengerakkan tangannya	Shake the hand (Datum.69)	Not yet	Gesture	Raise the hand	
EC003	10:38	Mana gunting ? (Menaruh dagunya di kepalan tangannya dengan menaikkan sedikit alisnya) (Brows furrowed)	Where is the scissors? "Put hand under chin & Brows furrowed" (Datum.70)	Looked for the scissors	Gesture + Facial Expression	Put hand under chin+ Confusion	

AR002	11:09	Uduu kaka' udu sambil menunjuk ke kursinya	Show the chairs (Datum.71)	Please sit down	Gesture	Using index finger	
TE000	16:45	Suara apa itu arlin?	What is the sound, AR?			Verbal	
AR002	16:47	Meong	Meong	Cat		Verbal	
TE000	16:56	Ada kucing dirumahmu?	Do you have cat in your home?			Verbal	
AR002	16:57	Ada (menunjukkan dua jarinya)	Yes, I have “ Showing two fingers” (Datum.72)	She had two cats	Gesture	Using fingers	

AR002	16:58	Menutup kedua tangannya	“Sitting and hand lies on the hand” (Datum.73)	Small	Gesture	Sitting and hand lies on the hand	
AR002	17:01	Mengangkat tinggi tangan kanannya	Raise the hands (Datum.74)	Big	Gesture	Raise the hand	
AR002	17:02	Mengerutkan wajahnya (Nose wrinkled)	Nose wrinkled (Datum.75)	Amused	Facial Expression	Disgust	

AR002	17:12	Mengigit giginya (lips parted and struched)	“lips edges stretched back horizontally (Datum.76)	Felt fear	Facial Expression	Fear	
AR002	17:37	Menjulurkan lidahnya dengan mata sayup	Show the tongue with eyelids dropping “Slouched posture”(Datum .77)	Felt tired	Facial Expression	Boredom	
FD001	Seventh Video 17:15	Mengerutkan alisnya	Raise eyebrows and eyelids (Datum.78)	Fear	Facial Expression	Fear	

EC003	26:23	Bermuka cemberut	Pulling down of outer lips (Datum.79)	Sad	Facial Expression	Sadness	
TE000	Eighth Video 00:16	Arlin sudah pr nya?	Have you done your homework, AR?			Verbal	
AR002	00:17	Memundurkan kepalanya	Scratching head (Datum.80)	Not yet her homework	Gesture	Scratching head	
TE000	00:21	Kalau malam keman arlin?	Where did you go at the night?			Verbal	

AR002	00:23	Mengangkat kedua tangannya keatas	Raise the hand (Datum.81)	Felt sleepy	Gesture	Raise the hand	
EC003	Nineth Video 00:06	Menghafal ALfabet (memegang telinga kiri)	Memorize the alphabet with “touch the left ear” & focuses on the teacher eyes. (Datum.82)	Focuses on the memorized	Eye movement	Eye contact	

Nomor : 1386/A.I.1/TL.01/09/2017
Sifat : Penting
Lamp. : -
Hal : **Permintaan Izin Penelitian
Untuk Menyusun Skripsi**

Samata, 22 September 2017

Kepada Yth.
Gubernur Provinsi Sulawesi Selatan
Up. Kepala UPT P2T, BKPM D Prov. Sul-Sel.
di - Makassar

Assalamu Alaikum Wr. Wb.

Dengan hormat disampaikan, bahwa mahasiswa UIN Alauddin Makassar yang tersebut namanya di bawah ini :

N a m a : **ROSNANI ABDUL RAHMAN**
Nomor Induk : 40300113013
Semester : IX (Sembilan)
Fakultas/Jurusan : Adab dan Humaniora / Bahasa dan Sastra Inggris
Alamat : Mutiara Indah Village Blok HH No.20, Samata Kab. Gowa
HP : 082393913971

bermaksud melakukan penelitian dalam rangka penyusunan skripsi sebagai salah satu syarat untuk memperoleh gelar sarjana yang berjudul :

**THE ANALYSIS OF DYSLEXIA ON CHILDREN AT SLB NEGERI PEMBINA
PROVINSI SULAWESI SELATAN SENTRA PK-PLK (PSYCHOLINGUISTICS
APPROACH)**

dengan Dosen Pembimbing : 1. **Dr. Hj. Nuri Emmiyati, M.Pd.**

2. **Nasrum, S.Pd., M.A.**

untuk maksud tersebut mahasiswa yang bersangkutan dapat diberi izin mengadakan penelitian di SLB Negeri Pembina Provinsi Sulawesi Selatan Sentra PK-PLK dari tanggal **05 Oktober 2017 s/d tanggal 14 Oktober 2017**

Demikian harapan kami dan terima kasih.

Wassalam


Rektor
Dekan,
Dr. H. Barsihannor, M. Ag.
NID. 19691012 199603 1 003

Tembusan :

1. Rektor UIN Alauddin Makassar;
2. Mahasiswa yang bersangkutan.



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : **14221/S.01P/P2T/09/2017**
Lampiran :
Perihal : **Izin Penelitian**

KepadaYth.
Ketua Yayasan SLB Negeri Pembina
Prov. Sulsel Sentra PK-PLK

di-
Tempat

Berdasarkan surat Dekan Fak. Adab dan Humaniora UIN Alauddin Makassar Nomor : 1386/A.I.1/TL.01/09/2017 tanggal 22 Agustus 2017 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : **ROSNANI ABDUL RAHMAN**
Nomor Pokok : 40300113013
Program Studi : Bahasa dan Sastra Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Muh. Yasin Limpo No. 36 Samata, Sungguminasa-Gowa

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" THE ANALYSIS OF DYSLEXIA ON CHILDREN AT SLB NEGERI PEMBINA PROVINSI SULAWESI SELATAN SENTRA PK-PLK (PSYCHOLINGUISTICS APPROACH) "

Yang akan dilaksanakan dari : Tgl. **27 September s/d 14 Oktober 2017**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 26 September 2017

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu



A. M. YAMIN, SE., MS.
Pangkat : Pembina Utama Madya
Nip : 19610513 199002 1 002

Tembusan Yth
1. Dekan Fak. Adab dan Humaniora UIN Alauddin Makassar di Makassar;
2. *Pertinggal.*



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN

SLB NEGERI 1 MAKASSAR

Jalan : Daeng Tata Raya Kel. Bontoduri Kec. Tamalate Kota Makassar
Telp/Fax 0411 868383 Email: slbnpembinasulsel@yahoo.co.id kode Pos 90224



Makassar, 26 Oktober 2017

SURAT KETERANGAN PENELITIAN

No. 410-67/SLB Negeri 1 Makassar /107 /2017

Yang bertandatangan di bawah ini:

Nama : MUH. HASYIM, S.Pd, M.Pd
NIP : 19640610 198803 1 016
Pangkat/Golongan : Pembina Tk.I, IV/b
Jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama : ROSNANI ABDUL RAHMAN
Nim : 40300113013
Program Studi : Bahasa dan sastra inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Jl.Muh. Yasin limpo No. 36 Samata, sungguminasa-Gowa

Benar Telah Melaksanakan Penelitian Pada SLB Negeri 1 Makassar, Pada tanggal 27 September s/d 14 Oktober 2017 dengan judul penelitian :

“ THE ANALYSIS OF DYSLEXIA ON CHILDREN AT SLB NEGERI 1 MAKASSAR (PSYCHOLINGUISTICS APPROACH) ”

Demikian surat keterangan penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.



Kepala Sekolah,

MUH. HASYIM, S.Pd, M.Pd

Pangkat : Pembina Tk.I

NIP. 19640610 198803 1 016



BIOGRAPHY

Rosnani Abdul Rahman was born in Sabah, Malaysia on November 30th 1995. She is the first child of Abdul Rahman and Nurminah. She has two sisters and three brothers. She began her school at Elementary School in Pusat Bimbingan KBSR Perdana, Sabah graduated in 2007. In the same year, she continued her study to Junior High School in SMPN 1 Rappang and graduated in 2010. Then, she continued her study to Senior High School SMAN 1 Wonomulyo and graduated in 2013. After finishing her study in Senior High School she enrolled at the University in Islamic State University Makassar in 2013 and took English and Literature Department of Adab and Humanities Faculty. She has already join some organizations such as EM2C (English Meeting Club) and LPPM AL-KINDI (Lembaga Penelitian dan Penalaran Mahasiswa) to improve her knowledge and get experiences. She can be connected via email: rosnaniabdrahmann@gmail.com

UNIVERSITAS ISLAM NEGERI
ALAUDDIN
M A K A S S A R